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MITTELSCHULE

AUFGABENSAMMLUNG

Qualifizierender Abschluss der Mittelschule

Besondere Leistungsfeststellung im Fach Englisch

Reading Comprehension

Illustrierende Aufgaben

Englisch

Impressum

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QUALIFIZIERENDER ABSCHLUSS DER MITTELSCHULE

Besondere Leistungsfeststellung im Fach Englisch

Reading Comprehension
Illustrierende Aufgaben

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Vorwort

Die nachfolgende Zusammenstellung illustriert, wie Aufgaben¹ gestaltet sein können, die im Bereich *Reading Comprehension* in der besonderen Leistungsfeststellung im Fach Englisch zum Erwerb des qualifizierenden Abschlusses der Mittelschule vorkommen. Es handelt sich dabei nicht um Formate, die den gesamten *Reading*-Teil der Prüfung abdecken, sondern um einzelne Aufgaben, die den angezielten Schwierigkeitsgrad verdeutlichen sollen.

Wie schwierig eine Aufgabe ist, hängt einerseits von der Komplexität und dem Umfang des zu lesenden Textes ab. Allerdings ist ein längerer Text mit einem hohen Anteil an häufig vorkommendem Wortschatz und überwiegend einfachen Satzstrukturen leichter zu verstehen als ein kurzer Text mit weniger gebräuchlichen Wörtern bzw. komplexen Satzkonstruktionen. Andererseits beeinflussen vorkommende Bilder oder Grafiken bzw. die Textstruktur den Schwierigkeitsgrad einer Aufgabe. Ist der Text beispielsweise in Absätze gegliedert oder mit Teilüberschriften versehen, so kann das Auffinden von Informationen einfacher sein als bei einem Text, der keine äußere Gliederung aufweist. Eine bedeutende Rolle spielt auch die Art der zu entnehmenden Informationen: Explizite oder faktische Informationen wie Namen von Personen, Ortsbezeichnungen, Zahlenangaben oder Eigenschaften sind leichter zu entdecken als implizite Informationen, die zwischen den Zeilen zu suchen sind.

Wichtig ist die Vertrautheit der Schülerinnen und Schüler mit verschiedenen Erschließungsstrategien, da diese die Lernenden dabei unterstützen, relevante Informationen zu entnehmen, auch wenn unbekannte oder schwierige Wörter in einem Lesetext vorkommen.

Die hier enthaltenen Aufgaben wurden entsprechend der erwähnten Faktoren zusammengestellt. Bei manchen ist das Format ähnlich, der Schwierigkeitsgrad jedoch verschieden. Alle Aufgaben sind für Lern- und Übungszwecke gedacht. Deshalb ist es durchaus möglich, dass die Textlänge sowie die Anzahl der Teilaufgaben nicht zwangsläufig denen in der Prüfung entsprechen. Zudem sind einige der Texte komplexer als die in der Prüfung eingesetzten. Sie fordern das Leseverstehen der Schülerinnen und Schüler besonders heraus. Diese Herausforderung (*challenge*) bei der Auseinandersetzung mit unterschiedlichen Texten ist ein Kriterium kompetenzorientierter Aufgaben, das bei der Aufgabenzusammenstellung bewusst beachtet wurde, damit die Lernenden die Möglichkeit erhalten, ihr Leseverstehen auch an schwierigen Texten zu erproben und unter Beweis zu stellen.

Während der Übungsphasen können alle Aufgaben oder nur einzelne zu einem Text bearbeitet werden. Bei der Auswahl gilt es, darauf zu achten, dass die Schülerinnen und Schüler mit möglichst vielen unterschiedlichen Aufgabenformaten vertraut werden.

Die Zusammenstellung zeigt Möglichkeiten der Überprüfung von Leseverstehensleistungen, die zur Vorbereitung der Schülerinnen und Schüler auf die besondere Leistungsfeststellung eingesetzt werden können. Zudem ist sie als Anregung für Lehrkräfte gedacht, die entsprechend dem Leistungsstand ihrer Lerngruppe selbst Aufgaben zum globalen, suchenden, detaillierten oder inferierenden Leseverstehen erstellen wollen.

Hella Tinis-Faur

München, im März 2017

¹ Aufgabe ist hier als Kombination aus Lesetext, Arbeitsauftrag und Teilaufgaben zu verstehen.

1 Newfoundland

1.1 Lesetext

Newfoundland

INTRODUCTION

Newfoundland is a very small but unique place. The rocky island **A** _____ lies in the north-east of Canada. It is the most easterly point of North America. That's why it was the first stop for European settlers.

The climate up there is quite rough. Newfoundland has short summers, **B** _____, and the island gets a lot of rain. Peter Tompson decided to visit this special spot. He stayed there for four days and each day had its own excitement.

DAY ONE

On his first day Peter hired a kayak. He paddled on his own along the coast. Now and then he saw jellyfish or starfish on the rocks. On his journey, he **C** _____, but he was not curious enough to paddle into one of them. Maybe he was a bit scared, too, as there was nobody else out on the sea. But he really enjoyed the peace – he could only hear the wind and the waves. It was a nice start for his holidays.

DAY TWO

On his second day, Peter and a friend who he met at the hotel went to a small island called Twillingate, off the north-east coast of Newfoundland. On Twillingate **D** _____, can even watch whales or just hike along the windy coast. Peter and his friend were also interested in the fishing museum, where documents show the old way of life on the island. For hundreds of years people lived on fishing. But since 1992 people have been allowed to fish only a small amount of fish. On a clear and sunny day tourists enjoy watching whales jumping out of the water or swimming between the icebergs.

DAY THREE

It was again a sunny day. Peter went with a group of people by ferry to Fogo Island. The ride took 60 minutes. On the way there, they also landed on a wild island which they wanted to explore. On Fogo Island, Peter first went to Fogo Island Inn: a hotel which **E** _____. It opened in 2013 and tourists listed it amongst the best hotels in the world. After a drink at the hotel's restaurant, Peter just hiked around the island. He met some local people and got interesting information about their lives.



DAY FOUR

After an early breakfast, Peter took the chance to go out on a fishing boat. He put on rubber boots and waterproof trousers. The fisherman he went with told him, "I've lived here for years. **F** _____." Peter understood that the man was happy to live there. When they were out on the sea, the fisherman picked up a fishing line and lowered the hook. Soon there was something powerful on the end of the line: a big fish. It was hard work pulling a 10-pound fish out of the sea and into the boat. The fisherman removed the hook from the fish's mouth and began to look forward to a wonderful dinner that evening.



1.2 Aufgaben

1. Six parts of the magazine article are missing. Match the missing parts (1–7) with the gaps (A–G) in the text. There are two extra parts that you do not need. There is an example (0) at the beginning.

(0) *with a population of 480,000 people*

- (1) also noticed some caves
- (2) I can't be here any longer.
- (3) I have never felt isolated.
- (4) it was quite stormy
- (5) temperatures seldom rise above 20°C
- (6) you can see icebergs
- (7) has a very outstanding shape

Write your answers here:

A	B	C	D	E	F
0					

2. Read the text and write the correct word(s) from the text on the lines. There is an example (0) at the beginning.

(0) *Newfoundland is not only a small but a(n) unique place.*

- (1) Newfoundland's _____ is rough.
- (2) Peter went along the coast in a(n) _____.
- (3) Twillingate is a(n) _____.
- (4) If you are interested in the old way of life, you should visit the _____.
- (5) On day four, Peter went out on a(n) _____.



3. Match the statements (a–f) with the paragraphs of the magazine article. Use each letter only once. There are two extra statements that you do not need. There is an example (a) at the beginning.

- a** *It is not very densely populated, the climate is not nice, but you can enjoy a great holiday there.*
- b It was a nice day. Peter spent the day with a local man. They were out on the sea for some hours.
- c It was a sunny day. Peter wanted to be on his own the whole day. He hiked along the coast, where he saw icebergs and some whales.
- d It was a quiet day. Peter explored the island and saw some animals which live in the sea. He spent the day by himself.
- e It was a clear day. Peter got to know something about how people on the island used to live.
- f It was a rainy day. At breakfast Peter talked to some tourists staying at his hotel and they visited a museum and spent the whole day together.
- g It was an interesting day. Peter learned something about how people live on the island today, and he met some other tourists.

Write your answers here:

Introduction	Day 1	Day 2	Day 3	Day 4
<i>a</i>				

4. Answer the questions using information from the magazine article. Write short answers. There is an example (0) at the beginning.

(0) *What is the name of the island where many European settlers first stopped?*

Newfoundland

(1) Which animals did Peter see on his first day?

(2) Who did Peter spend his second day with?

(3) What do tourists think of Fogo Island hotel?

(4) Why was the fishing trip successful?

1.3 Aufgabenbeschreibung

Thematik	Kanada, Reisen
Textsorte	Reisebericht
Textkomplexität	teils komplexer Wortschatz und längere komplexe Sätze
Textlänge	478 Wörter
Aufgabenformate	<i>Sentence completion; Matching missing parts to gaps in the text; Matching statements to paragraphs; Short answer questions</i>
Quellen und Copyright	<p><u>Text</u> Rita Forbes, New friends in Newfoundland, Spotlight Verlag, Heft12/2014, S. 14-19. (Adaption mit freundlicher Genehmigung des Verlags)</p> <p><u>Karte</u> Abdruck mit freundlicher Genehmigung von worldatlas.com http://www.worldatlas.com/webimage/countrys/namerica/province/nfzmaps.htm#page@2016 worldatlas.com</p> <p><u>Bild</u> Abdruck mit freundlicher Genehmigung von Bill Harris http://www.panoramio.com/photo/96042273</p>

1.4 Lösungen

1. B 5; C 1; D 6; E 7; F 3

2. (1) climate

(2) kayak

(3) (small) island

(4) (fishing) museum

(5) fishing boat

3. Day One: d; Day Two: e; Day Three: g; Day Four: b

4. (1) jellyfish and starfish

(2) a friend

(3) (it is) one of the best hotels in the world

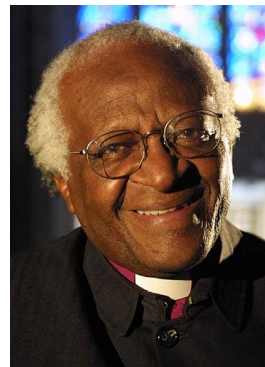
(4) Peter / he caught a big fish.

2 Desmond Tutu

2.1 Lesetext

Desmond Tutu

A At the FIFA World Cup opening concert in Johannesburg in 2010, a 78-year-old man dressed in a yellow South African football shirt and a funny hat walked up to the microphone, and suddenly everyone started cheering more loudly than they had for any of the music stars at the concert, even for the Black Eyed Peas or Shakira. "I'm dreaming, I'm dreaming," he said, "it's so beautiful, wake me up!" and then he talked about South Africa, his country. "Thank you for helping this ugly, ugly worm, or caterpillar which we were, to become a beautiful, beautiful butterfly." The old man was Archbishop Desmond Tutu and everyone in the stadium knew about the role this man played in helping South Africa become a better place for black people.



Archbishop Desmond Tutu

B Desmond Tutu was born in 1931. As a child, Tutu found it unfair that life for black people was harder than for whites. But he also saw that not all whites were cruel. He met Father Trevor Huddleston, a white priest, in the slums of South Africa. When he was 14, Desmond nearly died of tuberculosis and lay in a hospital bed among dying men for almost two years, and every day Father Huddleston came to talk to him.

C In 1948, when Tutu was 17 years old, the racist National Party won the elections because only white South Africans were allowed to vote. From then on, black people in South Africa were not allowed to live in the same areas where white people lived, they had to go to different schools, and so on. Black and white people were not allowed to marry each other. This unfair system was called "apartheid".

D Tutu's dream was to become a doctor, but his family didn't have enough money and so he became a teacher, like his father. He liked his job as a teacher, but in 1955 the white politicians in South Africa didn't want clever, well-educated black people in their country and black students were no longer given the chance to learn things like mathematics or science. All this was terrible for him as a teacher. He decided to change careers.

E He chose to become a priest and began to speak in public about the terrible situation of black South Africans. A few years later, he took up a very high position in the South African church. Whatever he said in public now was heard all around the world. He asked countries all over the world to do something to help the black people in his country. On October 15, 1984, Desmond Tutu was told that he had won the Nobel Peace Prize, and two years later he became Archbishop of Cape Town. More and more white South Africans began to think like Tutu. He said that there would never be a future for South Africa if black and white people didn't have the same rights.

F In 1994, black and white South Africans voted together for the first time and Nelson Mandela became the first black president of South Africa. In 1995, Nelson Mandela asked his friend Desmond Tutu to become head of South Africa's Truth and Reconciliation Commission. Thousands of black people told the Commission how white people had treated them badly and this helped to heal the wounds of the past. More and more South Africans recognized that the colour of a person's skin is unimportant.

2.2 Aufgaben

1. Read the article about Desmond Tutu. Then answer the questions 1–5 using information from the text. Write short answers. There is an example (0) at the beginning.

(0) Which country hosted the FIFA World Cup in 2010?

_____ South Africa _____

(1) What illness almost killed Tutu as a teenager?

(2) What did black people have to do after 1948 in the system of apartheid? Name **two** facts from the article.

(3) What job did Tutu's dad have?

(4) What did Tutu win?

(5) Who asked Tutu to be the head of South Africa's Truth and Reconciliation Commission?

2. Read the sentences (1-7) and tick (☐) only the ones that are true according to the article. There is an example (0) at the beginning.

(0) In 2010 Desmond Tutu was 78 years old.	☐
(1) The people at the FIFA World Cup opening concert cheered less for Shakira than they did for Desmond Tutu.	
(2) As a child, Desmond Tutu thought it was wrong that he had a harder life than most other black people.	
(3) The other patients at the hospital were in much better health than young Desmond Tutu.	
(4) Tutu enjoyed working at a school, but he did not like the fact that black students had fewer chances than whites.	
(5) Tutu's black students were not good at subjects like maths or science.	
(6) Tutu wanted other nations to do something about the unfair treatment of blacks in South Africa.	
(7) The first elections for black and white people in South Africa took place in 1994.	

3. Read questions 1–5 and then decide which paragraph (A–F) each question is about. You can use any letter more than once. There is an example (0) at the beginning.

Which paragraph tells the reader that ...

(0) Tutu and Mandela know each other well? F

- (1) because of Tutu's career, people in many different countries began to listen to his words? _____
- (2) there would be no hope at all for South Africa if skin colour made a difference? _____
- (3) somebody visited Tutu very often when he was having a hard time? _____
- (4) Tutu thinks South Africa has developed in a great way? _____
- (5) Tutu originally wanted to do a different job? _____

4. Read the sentences 1-5 about Desmond Tutu's life. Tick (☐) the best option for each gap according to the text. There's an example (0) at the beginning.

(0) Tutu at the opening concert of the FIFA World Cup in Johannesburg.

- | | |
|---------------------|------------------------|
| ☐ sang a song | ☐ held a speech |
| ☐ performed a dance | ☐ told a joke |

(1) Tutu compared to an ugly worm.

- | | |
|--|---|
| <input type="checkbox"/> South Africa | <input type="checkbox"/> the FIFA World Cup |
| <input type="checkbox"/> the opening concert | <input type="checkbox"/> Johannesburg |

(2) When Tutu was a teenager, black people couldn't

- | | |
|--|---|
| <input type="checkbox"/> become teachers | <input type="checkbox"/> choose where to live |
| <input type="checkbox"/> go to school | <input type="checkbox"/> choose their political leaders |

(3) In the 1950s, it was for a husband and wife to have different skin colours.

- | | |
|----------------------------------|-------------------------------------|
| <input type="checkbox"/> common | <input type="checkbox"/> not common |
| <input type="checkbox"/> illegal | <input type="checkbox"/> unpopular |

(4) After Tutu had become Archbishop of Cape Town, more white people in South Africa started to his opinions.

- | | |
|--------------------------------|--------------------------------------|
| <input type="checkbox"/> fight | <input type="checkbox"/> ignore |
| <input type="checkbox"/> share | <input type="checkbox"/> laugh about |

(5) Talking to the Commission made it easier to live with

- | | |
|--|--|
| <input type="checkbox"/> sad memories | <input type="checkbox"/> their families |
| <input type="checkbox"/> a black president | <input type="checkbox"/> a white president |

2.3 Aufgabenbeschreibung

Thematik	Südafrika, Politik
Textsorte	Kurzbiographie
Textkomplexität	teils komplexer Wortschatz und längere komplexe Sätze
Textlänge	564 Wörter
Aufgabenformate	<i>Short answer questions; Identifying true statements; Matching questions to paragraphs; Multiple choice</i>
Quellen und Copyright	Bild https://commons.wikimedia.org/wiki/File:Archbishop-Tutu-medium.jpg (Public Domain : vgl. https://creativecommons.org/publicdomain/zero/1.0/deed.de) (02.05.2016)

2.4 Lösungen

1. (1) tuberculosis
 (2) live in different areas to whites / choose same colour partner / go to different schools
 (zwei der drei angegebenen Möglichkeiten)
 (3) (a) teacher
 (4) (the) Nobel Peace Prize
 (5) (Nelson) Mandela
2. (1) true; (2) true; (3) ---; (4) true; (5) ---; (6) true; (7) true
3. (1) E; (2) E; (3) B; (4) A; (5) C
4. (1) South Africa
 (2) choose their political leaders
 (3) illegal
 (4) share
 (5) sad memories

3 How the Kiwi Lost His Wings

3.1 Lesetext

A Maori legend: How the Kiwi lost his wings

A Tanemahuta was the god of the forest. One day he walked through the forest and looked up to the trees. He saw that something was wrong with them. They were sick and looked very weak. There were small insects everywhere. The insects were eating the trees and the leaves. Tanemahuta was afraid that the trees would die. So he called all the birds and talked to them.

B He said, "The trees are ill. The insects are eating them. We have to save the trees and the forest that are your home. The insects are climbing the trees from the ground. So one of you birds has to come down from the sky and live on the ground to protect the trees. Who will come?"

No bird answered him. So he asked Tui, the first bird: "Tui, will you come?" Tui looked down at the ground and saw the cold, dark earth. He said: "I can't because it's too dark down there, and I'm afraid of the dark."

C Tanemahuta asked Pukeko, the second bird: "Pukeko, will you come?" Pukeko looked down at the ground and saw the cold, wet earth. He said: "I can't because there's too much water on the ground, and I don't want to get my feet wet."

Tanemahuta asked Piti, the third bird: "Piti, will you come?" Piti looked around and saw his family. He didn't want to leave them. So he said: "I can't because I'm too busy. I have to build my nest."

D Tanemahuta was very sad because he knew that the trees would die without the help of the birds and then the birds would have no place to live. So he asked Kiwi: "Kiwi, will you come down and save the trees?"

E Kiwi looked up at the trees and saw the sun shining through the leaves. He looked down at the ground and saw what all the other birds had seen: The ground was a dark and cold place. But he said: "I will come."

F The god of the forest was very happy. This little bird was giving them all hope because with his help the trees would have a chance to live. But Tanemahuta felt that he should warn Kiwi of what would happen: "If you come down to the ground, your legs will become strong and thick because you will have to walk from tree to tree. And you will lose your beautiful feathers and wings. You will never be able to fly to the sky again. You will live on the dark forest ground and never see the light again."

G Kiwi looked up to the sun once more. He took one last look at the other birds, their wings and their coloured feathers. Then he said: "I will come." This made the god of the forest happy because he knew that the forest would live.

H Then Tanemahuta turned to the other birds and said: "Tui, because you were too scared to come down from the sky, from now on you will wear two white feathers at your neck to show that you are not brave." White feathers were the sign of someone who was always scared. "Pukeko, because you did not want to get your feet wet, you will live forever in the water." "Piti, because you were too busy building your nest, from now on you will never build another nest again but lay your eggs in other birds' nests. But you, Kiwi, you saved the forest. Nobody will ever forget what you did for all the other birds."



3.2 Aufgaben

1. Read the legend about the kiwi bird. Are the following sentences true (T), false (F) or not in the text (N)? There is an example (0) at the beginning.

(0) *Tanemahuta was the god of the insects.*

- (1) The insects were dangerous for the trees.
- (2) All the birds met in the centre of the forest.
- (3) Only Kiwi agreed to help.
- (4) The other birds warned Kiwi that he would lose his wings.
- (5) Tui, Pukeko and Piti could continue their normal lives.
- (6) Kiwi was happy in the end.

T	F	N
	ü	

2. Match the sentences (1-9) with parts (A-H) in the legend. There are two extra sentences. Write the letters of the parts on the lines. One sentence (E) is already matched.

(0) *There is a bird who wants to help.*

E

- (1) The birds' answers disappoint the god of the forest. _____
- (2) There are consequences for the birds. _____
- (3) Tanemahuta warns Kiwi about life on the ground. _____
- (4) Tanemahuta explains the problem to the birds. _____
- (5) The birds have soft feathers. _____
- (6) Tanemahuta notices that the forest is in danger. _____
- (7) Kiwi doesn't change his mind. _____
- (8) Not all birds have strong legs. _____
- (9) Tanemahuta asks Kiwi for help. _____

3. Read part F of the legend. Then put sentences A-I in the correct order according to the information in paragraph F. The beginning (0) is given. Write your answers in the boxes next to the sentences. There are two extra sentences which you do not need.

Paragraph F:

The god of the forest was very happy. This little bird was giving them all hope because with his help the trees would have a chance to live. But Tanemahuta felt that he should warn Kiwi of what would happen: "If you come down to the ground, your legs will become strong and thick because you will have to walk from tree to tree. And you will lose your beautiful feathers and wings. You will never be able to fly to the sky again. You will live on the dark forest ground and never see the light again."

A Tanemahuta told Kiwi his feet would change.	
B All the other birds hoped that Kiwi would live on the ground.	
C Tanemahuta told Kiwi he would have to stay on the forest floor forever.	
D <i>Tanemahuta was very pleased.</i>	0
E Tanemahuta told Kiwi he would have to live in the dark.	
F Tanemahuta thought it would be fair to tell Kiwi about the risks.	
G Tanemahuta told Kiwi his wings would become strong.	
H Because of Kiwi, the forest could survive.	
I Tanemahuta told Kiwi he would look different from the other birds.	

3.3 Aufgabenbeschreibung

Thematik	Neuseeland, Tierwelt
Textsorte	Legende
Textkomplexität	teils komplexer Wortschatz und längere komplexe Sätze
Textlänge	571 Wörter
Aufgabenformate	<i>True-False-Not in the text; Matching sentences to paragraphs; Sequencing</i>
Quellen und Copyright	<u>Text</u> adaptierte Legende <u>Bild</u> https://commons.wikimedia.org/wiki/Apteryx#/media/File:TeTuatahianui.jpg (Public Domain : vgl. https://creativecommons.org/publicdomain/zero/1.0/deed.de) (10.03.2016)

3.4 Lösungen

- (1) true; (2) not in the text; (3) true; (4) false; (5) false; (6) not in the text
- (1) C; (2) H; (3) F; (4) B; (5) ---; (6) A; (7) G; (8) ---; (9) D
- A 3; B ---; C 5; D 0; E 6; F 2; G ---; H 1; I 4

4 A Woman of Many Talents

4.1 Lesetext

A woman of many talents

I The tale begins in the Belgravia neighbourhood of London, where upper-class families live close together and have known each other for generations. Cara's father, Charles Delevingne, is a property developer, who did not grow up rich, but was very popular because of his charm and looks. Her mother, Pandora, used to be a London society beauty. Cara Delevingne is an actress, singer and a very talented and successful English fashion model. In 2012 and 2014 at the Fashion Awards she won the title of Model of the Year. She also appeared in famous fashion shows. She is so multitasking; she also sings, plays the drums and the guitar, designs clothes and (0) D .



II Cara was born in 1992. She attended an all-girls school until she was 16. Her sisters Poppy and Chloe were keen students, but for Cara it was a rough time. She had a problem with coordinating her thoughts and movements. Writing was always hard, (1) _____. After her sixth-form year, the Delevingnes sent her to a creative boarding school. There she engaged herself in drama and music. But at the age of 17, her health became worse, so she dropped out of school. Later she promised her parents she would find a job.

III Since her childhood, (2) _____ and the centre of attention. She decided to become a model. At the age of ten, she had already appeared in chocolate adverts. But her biggest triumph came in 2009 when the London-born beauty signed up with a popular London model agency. Two years later, she emerged onto the fashion scene when she posed for a fashion campaign shot by a famous photographer at Brighton beach. Shortly after that, she took part in the London fashion week. Walking down the catwalk with her impressive eyebrows for the first time, she filmed herself on her mobile sticking her tongue out and smiling. From now on, she became the face of several designer brands and rocked the fashion world as a cover girl on worldwide fashion magazines. In August 2014, however, she shocked everyone with her decision to quit modelling. Cara says in an interview, "I was, like, fight and flight for months. I suffered from chronic stress. I ended up feeling a bit empty. Fashion is about what's on the outside, and that's it."

IV The mega model left the fashion world for an acting career. Her first role was a little part in a movie. More acting jobs followed. She will even play a mermaid in a fantasy movie, and she will star in a film about an artist who falls in love with his model. There's no slowing down. Now (3) _____ are waiting for her. Acting has become a full-time job for the multi-talented Cara. In her latest film, she plays an ultra-cool high school kid who has been misunderstood her whole life. Didn't the model go through a similar crisis?

V But Cara has got even more talents. She sings, plays the drums and the guitar. She launched her music career in a bar. There she performed her first ever solo gig. In 2013, she recorded two tracks with an artist manager, but she later gave up on her planned album. Though a famous singer offered her a chance (4) _____, Cara admitted, "I will always do music. Music is my life. But I have no plans to pursue my music career."

VI

Finally, she's into designing, too. Cara has designed several fashion collections. They include bags, tablet sleeves, phone covers, rucksacks, beanies, leather jackets. "I added a touch of me in it, my tattoos, my favourite colours and that type of stuff," she says. Along with a group of artists and other designers, she was asked to design a chair for a charity organisation which offers art therapy to children. On her chair, it says: "Together we are stronger".

VII

Cara, whose nickname is Monster, is the most reblogged model and most googled fashion figure. In 2014, she was included in the "100 Makers of the 21 century" list. What does Cara think about her successful career? "Fame, do I like it? No. But (5) _____ in my career. However, there are a lot of downsides to it. You give up your privacy. You don't ask for it. You just have to live with it."

4.2 Aufgaben

1. Read the magazine article. Parts (A–I) of some sentences have been removed. Choose the most suitable parts for each sentence in the article. There are three extra parts. There is an example (0).

- A several high-profile roles
- B she had wanted to be a super hero
- C to start singing
- D** *even furniture*
- E walking down the catwalk
- F to kick-start her career
- G exams were a nightmare
- H it has helped me a lot
- I left the fashion scene

Write your answers here:

(0)	(1)	(2)	(3)	(4)	(5)
<i>D</i>					

2. Match the information (A–G) with the numbers in the table. Use each letter only once. There is one extra piece of information. There is an example (B).

- A starred in adverts
- B** *Cara was born*
- C recordings with an artist manager
- D British fashion award
- E worked with a famous photographer
- F contract with model agency
- G left the all-girls school

Write your answers here:

1992	at age of 10	at age of 16	2009	2013	2014
<i>B</i>					

3. Match the correct titles (A–H) to the paragraphs (I–VII). Use each letter only once. There is one extra title that you do not need. There is an example (B).

- A In and out of the world of fashion
- B Charity event organiser
- C Talented singer and drummer
- D Disadvantages of popularity
- E** *Cara Delevingne – brief biography*
- F School years
- G Creator of fashion collections
- H Successful movie star

Write your answers here:

I	II	III	IV	V	VI	VII
E						

4. Read the sentences (A-H) and tick (☑) only the ones that are true according to the article. There is an example (G).

A She enjoys being famous.	
B She has a bright future as an actress.	
C She was expelled from school.	
D She is planning to become a famous musician.	
E She struggled at school because of her writing problems.	
F To help children, she gave her support to a charity organisation.	
G <i>She comes from a wealthy neighbourhood in London.</i>	☑
H At school, one of her favourite subjects was drama.	

4.3 Aufgabenbeschreibung

Thematik	Welt der Mode
Textsorte	Kurzbiographie
Textkomplexität	teils komplexer Wortschatz und längere komplexe Sätze
Textlänge	705 Wörter
Aufgabenformate	<i>Matching sentences to gaps in the text; Matching notes to time information; Matching titles to paragraphs; Spotting Content</i>
Quellen und Copyright	Bild: http://www.stockkite.com/photo/cara-delevingne-4-75107 (Public Domain: vgl. https://creativecommons.org/publicdomain/zero/1.0/) (20.03.2017)

4.4 Lösungen

1. (0) D; (1) G; (2) B; (3) A; (4) F; (5) H

1992	at age of 10	at age of 16	2009	2013	2014
B	A	G	F	C	D

I	II	III	IV	V	VI	VII
E	F	A	H	C	G	D

4. A ---; B true; C ---; D ---; E true; F true; **G true**; H true

5 Young People trying to Change the World

5.1 Lesetext

Young people trying to change the world

- A** | When you are young, you cannot do much about the serious problems in our world. Well, if that's what you think, Dylan Mahalingam, 16, from England, proves you wrong.
- B** | When Dylan was very young, his mother used to tell him at mealtimes that he shouldn't waste food. She reminded him time after time that what he was wasting was all that a poor family in India could get for a whole week. Of course, this didn't make Dylan like his vegetables, so he started thinking how he could transfer them to the plate of somebody who really needed them.
- C** | At the age of eight, on a family trip to India, Dylan realized what poverty really meant. He saw a six-year-old girl named Madhvi making bricks out of earth instead of being at school. He was shocked to find out that Madhvi's grandfather had borrowed money years ago and that everyone in her family had to work from dawn till dusk to repay this debt. Another girl, Sumathi, 13, was working as an 'ayah' (nanny) for a wealthy family. She would have to work for a month to earn the same amount of money that her employers spent on one evening meal.
- D** | This experience made Dylan feel angry, frustrated, and really helpless. So, at the age of nine, he seriously wondered what he could do to help children like Madhvi. The earthquake and tsunami of 2004 in the Indian Ocean increased his motivation to help even more because members of his own family lived in South-East Asia and were affected by the catastrophe.
- E** | He decided to use his knowledge of computer technology to build an educational website about the effects of the tsunami. He organized a group of children from different schools, without ever meeting any of them in person, to help him raise money by creating and releasing this website. In the first week alone, they made \$900, and when the website went live, they contacted more kids all over the world to help them. Dylan was surprised that over the next few months \$780,000 came together for tsunami relief.
- F** | The young people's success in mobilizing the youth using the Internet showed Dylan that it doesn't matter how old you are if you really want to help. This experience inspired him to form *Lil MDGs*, the children's version of the United Nations Development Goals. Lil MDGs raise funds to free thousands of children from bonded child labour. By providing training and mentoring, as well as tools and resources, they are able to help Madhvi's family and many others to begin a new life by working in their own businesses.
- G** | So, as Dylan has shown us, young people *can* make a difference when it comes to solving the world's problems.

5.2 Aufgaben

1. Read the newspaper article and decide which statement is true. Tick (Ü) the correct answer (a, b, c or d). There is an example (0) at the beginning.

(0) *Dylan lives in ...*

- a) India.
- b) *England.*
- c) South-East Asia.
- d) the United States.

(1) Dylan ...

- a) liked vegetables.
- b) liked to eat.
- c) did not like vegetables.
- d) did not like to eat.

(2) Dylan went to India when he was ...

- a) six.
- b) eight.
- c) eighteen.
- d) thirteen.

(3) Madhvi was a(n) making bricks.

- a) old man
- b) schoolboy
- c) poor girl
- d) teenage girl

(4) Sumathi worked as a ...

- a) housekeeper.
- b) cook.
- c) cleaner.
- d) babysitter.

(5) Dylan got help with his website from ...

- a) schoolchildren.
- b) his parents.
- c) his friends from school.
- d) his grandfather.



2. Find the words in the article which fit into the gap. There is an example (0) at the beginning.

(0) *If you don't eat all your meal and throw the rest away, you waste food.*
(paragraph B)

- (1) Dylan wondered how he could _____ his vegetables to somebody else's plate.
- (2) Madhvi's grandfather needed money, so he _____ it.
- (3) Sumathi worked for people who were not poor, they were _____.
- (4) Children from all around the world could see the website when it _____.
- (5) Dylan couldn't create an educational website alone, so he _____ a group of children.
- (6) For many families, a way out of poverty is to start their _____.

3. Which parts (A–G) of the article give you the information in the sentences (1-7)? Write the letters of the paragraphs on the lines. You can use the letters more than once. There is an example (0) at the beginning.

(0) *Dylan was brought up to respect food. B*

- (1) Dylan could hardly believe how much money they collected. _____
- (2) Madhvi's family had to work all day long. _____
- (3) Mrs Mahalingam pointed out that Dylan had more to eat than others. _____
- (4) After the natural catastrophe Dylan wanted to do more for poor people. _____
- (5) Dylan understood what it meant to be poor. _____
- (6) Dylan used the Internet to teach people about the consequences of the catastrophe. _____
- (7) Poor people get tools that they need. _____

5.3 Aufgabenbeschreibung

Thematik	Indien, Hilfsprojekt
Textsorte	Kurzbiographie
Textkomplexität	teils komplexer Wortschatz und längere komplexe Sätze
Textlänge	506 Wörter
Aufgabenformate	<i>Multiple choice; Sentence completion; Matching information to paragraphs</i>

5.4 Lösungen

1. **(0) b** (1) c; (2) b; (3) c; (4) d; (5) a

2. **(0) waste food**

- (1) transfer
- (2) borrowed
- (3) wealthy
- (4) went live
- (5) organis/zed
- (6) business

3. **(0) B**; (1) E; (2) C; (3) B; (4) D; (5) C; (6) E; (7) F

6 Guest Directory

6.1 Lesetext

Seaside Hostel - Guest Directory

A	airport transfer	Shuttle bus and taxi service can be arranged for you at the reception desk.
B	bicycle rental	Our hostel has four bikes available for hire. Please ask at reception for conditions and prices.
	banks	The nearest available bank and is located at the corner of Maine Road and George Street. (opening hours: every day from 8.30 to 11.00 am; closed weekends & Bank Holidays)
C	car rental	A car rental desk operates next to reception on the ground floor.
	check-in	Check-in from 4.00 pm daily. If you plan to arrive at the hostel late, please inform reception.
	check-out	Check-out is until 11.00 am. If you wish to check out later than this, please confirm this with reception on arrival or at a reasonable time during your stay.
	cinema	There is a cinema located in Victoria Street, which is within a 10 minute walk.
	city sightseeing	The receptionist is happy to give you a wide range of information on sightseeing, tours, sports and recreation around town.
	currency exchange	For daily exchange rates, please ask at reception.
D	doctor	For a physician ask the reception.
E	electricity	The mains current is 220 volts. Adapters for electrical appliances can be obtained at reception.
	emergency	In case of emergency, dial 999.
F	food and drinks	Breakfast is served in the restaurant on the 2 nd floor from 7.30 till 11.00 am. Packed lunches are available upon request for late arrivals and extended excursions. Dinner is also possible after 6.30 pm for house guests. Vending machines with snacks and drinks are conveniently located next to the elevator on the 1 st floor. Ice is available for all guests. Ice machines are located on the 4 th floor. There is also a self-catering kitchen in the basement.
H	hair dryer	Hair dryers can be hired at reception (deposit: £5).
I	internet	Wi-Fi internet access is available in every room and in the lobby area free of charge. You can also use a computer with internet access in the lobby.

K	key card	Your key card is electronically encoded and for your security the room number is not indicated on the card. Should you lose your card, please inform reception immediately. A new card will then be issued for you, while the old one will be cancelled automatically. On the day of departure the card will work until 11.00 am and should be handed in at the reception when leaving the hostel.
L	laundry	Coin-operated washers and dryers are available in the basement opposite the luggage room, operational from 7am to 9.30 pm. £1 coins only. Washing powder can be bought at reception for £1. For an ironing board and an iron, please contact the reception desk.
	lockers	Lockers are available in every room.
	lost and found	All items that have been found are held by the housekeeper for a period of three months. If you have lost or mislaid any of your personal belongings, please contact the housekeeper.
	luggage storage	The hostel offers short term storage of your luggage, in a safe and secure room. There are also coin-operated lockers in the basement, so that you can store your luggage after your check-out.
N	newspapers	Free newspapers are available in the lobby. Local newspapers can be found at the reception desk or in the library on the ground floor.
P	pharmacy	The nearest pharmacy is at the main station (open 24 hours). For a physician, ask at reception.
S	shoe cleaning	There is a shoe cleaning machine in the basement.
	silence	The night-time hours are officially from 10 pm to 7 am. Out of courtesy to fellow visitors, please be very quiet during this time.
	smoking	We are a smoke-free hostel, please do not smoke in any indoor area. Designated smoking areas are available behind the hostel.
T	television	There is a TV lounge on the 3 rd floor.
	traveller's cheques	Traveller's cheques can be exchanged at the reception.
V	valuables	Keep cameras, passports and money with you at all times. Theft is relatively uncommon in hostels, and it would be nice to keep it that way. If any of your belongings go missing, please report this to hostel staff immediately.
Z	zoo	Free entrance on Monday evenings for our hostel guests.

6.2 Aufgaben

1. Read the guest directory and fill in the plan of the hostel using information from the guest directory. There is an example (0) at the beginning.

Fourth floor	(0)	<u>ice machine</u>
Third floor	(1)	_____
Second floor	(2)	_____
First floor	(3)	_____
Ground floor (two answers)	(4)	_____
	(5)	_____
Basement (two answers)	(6)	_____
	(7)	_____

2. The guest directory mentions the times when facilities are available. Match the times (1–4) to the facilities (A–G). There is an example (0) at the beginning. There are two more answers than you need.

0	10 pm – 7 am	D
1	7 am – 9.30 pm	
2	7.30 am – 11 am	
3	up to 11 o'clock	
4	after 6.30 pm	

A	check-out time
B	opening hours (bank)
C	washing machine operating hours
D	night-time hours
E	breakfast time
F	check-in time
G	dinner time

3. Answer the questions using information from the guest directory. Write short answers. There is an example (0) at the beginning.

(0) *Where can you hire a car?*

at the car-rental desk next to the reception

(1) What do you do when you need medical help?

(2) What do you do when you have lost your card to open the door?

(3) Who can you ask if you cannot find your charger that was in your room?

(4) Where can you enjoy a cigarette?

(5) What can you do if your mobile has been stolen?

(6) Where can you get an adapter for your laptop?

4. Tick (Ü) the correct answer (a, b, c or d) using information from the guest directory. There is an example (0) at the beginning.

(0) *Your plane is leaving in five hours.*

- a) The hostel offers a free ride.
- b) The hostel gives you a lift to the airport.
- c) The shuttle bus stops in front of the hostel.
- d) *The hostel organizes the transport for you.***

(1) The bank is open ...

- a) every day.
- b) every afternoon.
- c) only before noon.
- d) 24 hours.

(2) To get to the movies takes ...

- a) about ten minutes by bus.
- b) almost ten minutes on foot.
- c) only ten minutes by taxi.
- d) about fifteen minutes on foot.

(3) Guests can wash their dirty clothes in the hostel.

- a) The washing machines are right next to the luggage room.
- b) The washing machines can only be used in the morning.
- c) Using the washing machines costs £1.
- d) You can buy washing powder at the reception.

(4) You want to leave your bags in the hostel.

- a) Leaving your suitcase in a locker after check-out is not free.
- b) The hostel has long-term storage facilities.
- c) The only place to store your bags safely is in the basement.
- d) Suitcases cannot be left at the hostel after your check-out.

(5) You want to read the latest news.

- a) Papers can only be found in the lobby.
- b) The hostel offers guests papers from the region.
- c) You can find press media in the restaurant.
- d) You can buy papers in the morning.

6.3 Aufgabenbeschreibung

Thematik	Reisen
Textsorte	Gästeinformation
Textkomplexität	teils komplexer Wortschatz und einige längere komplexe Sätze
Textlänge	703 Wörter
Aufgabenformate	<i>Table completion; Matching time information to facilities; Short answer questions; Multiple choice</i> <u>Hinweis:</u> Ob alle Aufgaben auf einmal oder einzeln zu verschiedenen Zeitpunkten von Schülerinnen und Schülern gelöst werden, obliegt der Entscheidung der Lehrkraft. Gegebenenfalls können die Aufgaben innerhalb einer Unterrichtseinheit auch zur Differenzierung eingesetzt werden.

6.4 Lösungen

1. (0) *ice machine*

- (1) TV lounge
- (2) restaurant
- (3) vending machines for snacks and drinks
- (4) reception / library / car rental desk
(eine der angegebenen Möglichkeiten)
- (5) reception / library / car rental desk
(eine der angegebenen Möglichkeiten)
- (6) laundry room / luggage room / washers / dryers / shoe cleaning machine / coin-operated lockers / self-catering kitchen
(eine der angegebenen Möglichkeiten)
- (7) laundry room / luggage room / washers / dryers / shoe cleaning machine / coin-operated lockers / self-catering kitchen
(eine der angegebenen Möglichkeiten)

2. (0) *D*; (1) C; (2) E; (3) A; (4) G

3. (0) *at to the car rental desk next to the reception*

- (1) ask at reception / dial 999 / go to pharmacy
(eine der angegebenen Möglichkeiten)
- (2) inform reception (immediately)
- (3) contact (the) housekeeper
- (4) in a (designated) smoking area / behind (the) hostel / (in an) outdoor area / outdoors
(eine der angegebenen Möglichkeiten)
- (5) report (it) to hostel staff
- (6) at reception

4. (0) *d*; (1) c; (2) b; (3) d; (4) a; (5) b

7 Jack O'Lantern

7.1 Lesetext

Jack O'Lantern

- A** Legend has it that an Irish blacksmith called Jack shared drinks with the wicked Devil on last night of October. Jack was an evil and stingy man, but he was also very clever, and he knew that the Devil had come to claim his soul. (1) g So, he quickly devised a plan. When it came to paying the bartender, Jack told the Devil, "You can take any form you wish. Just change yourself into a silver coin, let me use you to pay for the drinks, and then you can change yourself back and take my soul." (2) _____
- B** The Devil agreed and changed himself into a silver coin. (3) _____ Jack quickly put the coin in his pocket where he also kept a little silver cross. The Devil wasn't able to change back to his original form, so Jack offered him a deal: "If you leave me alone for 10 years, I'll set you free." (4) _____ The Devil had no choice but to agree.
- C** Ten years later, the Devil came back to claim Jack's soul. "Okay, you can have my soul now," Jack said. "Could you just climb that apple tree first and give me an apple?" The Devil thought he had nothing to lose and climbed the apple tree, but Jack quickly pulled out his knife and carved a Cross in the trunk of the tree. Thus the Devil wasn't able to come back down again, and Jack offered him another deal: "If you promise never to come back to claim my soul, I'll set you free." (5) _____ Again, the Devil had no choice but to agree, and he never came back to claim Jack's soul.
- D** Many years later, Jack finally died. When he went to Heaven, he was denied entrance because he had been so evil and stingy all his life. Then Jack went to Hell, but, as he had tricked the Devil, he wasn't allowed to stay there either. Instead, the Devil sent Jack back to earth and gave him a burning coal as a light to guide him. (6) _____ Jack placed the piece of coal inside a turnip, and went back to earth, where, ever since, he has been wandering alone in the darkness.
- E** Jack and his lantern became the symbol of a lost or damned soul. To scare these souls away on Halloween, people in Ireland carved or painted faces on turnips and placed them in windows or doorways. In America, Irish immigrants discovered that turnips were hard to get. So they started to make their lanterns out of pumpkins, a fruit native to America. (7) d



7.2 Aufgaben

1. Read the legend and answer the questions using information from the text. Write short answers. There is an example (0) at the beginning.

(0) *When did Jack meet the Devil?*

on the last night in October

(1) What was in Jack's pocket that stopped the Devil from changing back to his original form?

(2) What couldn't the Devil do because of the cross in the trunk of the tree?

(3) Why couldn't Jack go to Heaven after his death?

(4) What did the Devil give Jack to help him find his way in the darkness?

(5) Who brought the Jack-o'-Lantern custom to the USA?

(6) Why did the people in the USA use pumpkins instead of turnips?

2. Match the titles (1–6) with the paragraphs (A–E) in the legend. There are two extra titles. Write the letters of the parts on the lines. Use each letter only once. There is an example (0) at the beginning.

(0) *The apple trick*

C

(1) The sad Devil

(2) At a bar

(3) The birth of Halloween

(4) The Devil's trick

(5) The coin trick

(6) Endless journey

3. Parts of the legend are missing. Match the missing parts (a–g) below with the gaps (1–7) in the legend. Write your answers on the lines in the text. The first (g) and the last (d) answers are given.

- a. This was Jack's second deal.
- b. He immediately realized that this was a mistake.
- c. But this was not the truth.
- d. *And this is what they still do today.*
- e. But he did not want to give his soul to the devil.
- f. It was a useful present.
- g. *But Jack did not want to go with him to Hell.*

7.3 Aufgabenbeschreibung

Thematik	Feste und Bräuche
Textsorte	Legende
Textkomplexität	teils komplexer Wortschatz und einige längere komplexe Sätze
Textlänge	422 Wörter
Aufgabenformate	<i>Short answer questions; Matching titles to paragraphs; Matching missing sentences to gaps in the text</i>
Quellen und Copyright	<p><u>Text</u> Jack O'Lantern (Abdruck mit freundlicher Genehmigung von Lingo4you) https://www.ego4u.de/de/read-on/countries/holidays/halloween/jack-o-lantern</p> <p><u>Bild</u> https://pixabay.com/en/autumn-decor-decoration-decorative-21498/ CC0 https://creativecommons.org/publicdomain/zero/1.0/deed.en</p>

7.4 Lösungen

1. **(0)** *on the last night in October*
 - (1) (a little silver) cross
 - (2) (couldn't) come back down again / claim Jack's soul
 - (3) (he) had been (so) evil and stingy all his life / (he) was denied entrance
 - (4) a burning coal (as a light to guide him) / a light
 - (5) Irish immigrants
 - (6) turnips are hard to get in America / a fruit native to America
2. **(0)** C; (1) ---- ; (2) A; (3) E; (4) ---- ; (5) B; (6) D
3. **(1)** g; (2) e; (3) b; (4) c; (5) a; (6) f; **(7)** d

8 Friendship – real or virtual?

8.1 Lesetext

Friendship – real or virtual?

A Celebrating friendship

At its 12th anniversary, a huge social network designated February 4th, as “Friends-Day”, a day on which people should celebrate their friendships. (0) b We took this occasion to interview two people, Sarah (13) and Tina (42), about their friends. We got to know interesting stories.

B Friendship stories

Sarah: “I found my best friend Kelly on the internet two years ago. Whenever we have the time, we spend hours chatting with each other. We are never short of topics: boys, clothes, hairstyles, siblings or other annoying family members –nothing is taboo. On Saturdays, we meet with other friends online and play computer games. Though we haven't actually met each other as yet in person, I call her my best friend because she always listens to me and sends funny selfies. “



Tina: “My best friend is Pauline. I met her in primary school. We have now known each other for 35 years. I like her because she is funny and clever, and we like to do the same kinds of things. We can go to the cinema in the city center or for a walk and chat in the park. (1) _____ “

C Friendship: new definition

According to the dictionary, friendship is a relationship between people who like each other and enjoy each other's company. An example of friendship is when you have a buddy or a sis (which stands for a “girl buddy”) with whom you like to do things and who are not your family members. (2) _____

Technology and social media, though, have changed the definition of friendship in recent years. With the click of a button, you can add a friend or make a new connection. (3) _____ But having hundreds of online friends is not the same as having a close friend you can turn to or be with in person.

D Real life friends

Technology can make it easier to reconnect with old friends, to start new relationships with people around the world who share similar interests, and to maintain relationships with friends



who don't live nearby. However, online friends can't hug you when a crisis hits, visit you when you're sick, or celebrate a happy occasion with you after work. Good friends add special meaning to life. You can share the good times with them, and they can help you get through bad times.

Among other things, good friends can:

- improve your mood,
- help you to achieve your goals,
- reduce your stress,
- support you through hard times,
- support you as you grow up.
- (4) _____

E Time for friends

Lots of you, however, are very busy and stressed, so you may feel you do not have a lot of time left for friends. It is true that time and effort are necessary to develop and maintain friendships. But even with a packed schedule, you can find ways to meet them. All you need to do is one of the following:

- Put them in your diary.
- Mix business and pleasure.
- Meet several friends at the same time.

F Keeping a friendship alive



You should remember that making a friend is just the beginning of the journey. It takes time to form a friendship and even more time to deepen it. You need to invest in a new connection. You do not know what this means? Well, for example:

- Be the friend that you would like to have yourself.
- Listen to your friends.
- Give your friends space.
- Forgive them.

Your most important and powerful connections happen when you're face-to-face with others. So make it a priority to stay in touch in the real world, not just online. (5) _____

8.2 Aufgaben

1. Read the two friendship stories. Find the missing information in the text and complete the table (1-9) with a few words. Some information is already given.

	 Sarah	 Tina
➤ Where she met her best friend:	➤ <u>on the internet</u>	(1) ➤ _____
(2) ➤ _____ _____	(3) ➤ _____	➤ <u>35 years ago</u>
➤ What she does only with her best friend:	(4) ➤ _____	(5) ➤ _____ (6) ➤ _____
(7) ➤ _____ _____	➤ <u>listens to her</u> and ➤ <u>sends funny photos</u>	(8) ➤ _____ and _____ _____ (9) ➤ _____

2. Sentences 1-6 have the same meaning as some of the sentences in parts A-F in the text. Find the corresponding sentences in parts A-F and match them with the sentences below. Tick (ü) the correct box. One sentence (6) is already matched.

sentences		paragraphs					
	â	A	B	C	D	E	F
1	If a friend is there for you, your dreams can come true.						
2	Make an appointment to meet them.						
3	Friends can talk about everything.						
4	Two people who like to be together.						
5	Don't be too clingy.						
6	<i>A special day for friends.</i>	ü					

3. There are five sentences missing from the text. Read the sentences (a-f) below and match them with the gaps (1-5) in the text. Write the number of the gap in the boxes. There is one extra sentence which you do not need. There is an example (0) at the beginning.

a	It comes from the old word <i>friendshipe</i> .	
b	<i>They are even selling friendship stickers, which you can order online.</i>	(0)
c	They help you with your business career.	
d	Make you feel liked.	
e	You'll get a lot more out of an in-person conversation.	
f	But such friendships are rarely true friendships.	
g	What matters is that we are together.	

8.3 Aufgabenbeschreibung

Thematik	Menschliche Beziehungen: Freundschaft; Nutzung sozialer Netzwerke
Textsorte	Bericht
Textkomplexität	teils komplexer Wortschatz und einige längere komplexe Sätze
Textlänge	588 Wörter
Aufgabenformate	<i>Table filling; Information/Content spotting; Completing text with sentences</i>
Quellen und Copyright	Bilder Lizenz für beide: CC0 Public Domain / Zugriff am 11.03.2016 https://pixabay.com/de/weiblich-person-menschen-gesch%C3%A4ft-836109/ https://pixabay.com/de/m%C3%A4dchen-l%C3%A4cheln-gesicht-gl%C3%BCcklich-483621/

8.4 Lösungen

- (1) (in) primary school
 - (2) When they met: / When did they meet?
 - (3) two / 2 years ago
 - (4) chatting
 - (5) und (6) jeweils eine der folgenden Antwortmöglichkeiten:
go to the cinema / go for a walk (and chat) in the park / walk and chat in the park
 - (7) Why best friends / Why they like each other / They like each other because
 - (8) funny and clever
 - (9) do the same things

Hinweis: Alternative Formulierungen mit der gleichen Lösungsidee werden akzeptiert.

- 1 D (Textstelle: help you to achieve your goals)
 - 2 E (Textstelle: Put them in your diary.)
 - 3 B (Textstelle: nothing is taboo)
 - 4 C (Textstelle: people who like each other and enjoy each other's company)
 - 5 F (Textstelle: Give your friends space.)
 - 6 A** (Textstelle: a huge social network designated February 4th, as "Friends Day" and/or a day on which people should celebrate their friendships)
- a (2); **b (0)**; c ---; d (4); e (5); f (3); g (1)

9 What do you know about Usain Bolt?

9.1 Lesetext

What do you know about Usain Bolt?

Here are some interesting facts about the man you probably did not know:

- A** | He is the youngest ever **(0)** *gold medallist* in the 2002 World Junior Championships, winning the 200 metres at the age of only 15. He is also the first and the only junior athlete who in 2004 ran 200 metres in less than 20 seconds.
- B** | As well as just being the (1) _____ man on the planet, Bolt operates his own restaurant in Kingston, Jamaica called *Tracks & Records*.
- C** | Before he was a sprinter, Bolt's first (2) _____ was cricket, where he specialized as a fast bowler.
- D** | He is one of the most marketable sportsmen in the world, and the most valuable name in the field of (3) _____. His renewed sponsorship contract is worth \$5 million a year, which puts him on a par with Ronaldo.
- E** | In 2013, Bolt raced a public bus in an 80 metres race in Buenos Aires, Argentina. The Jamaican sprinter started off quickly before realizing he was comfortably ahead, and he even (4) _____ as he cruised to his victory. Fans cheered as he gave his famous Lightening Bolt (5) _____.
- F** | Not even being run down with a Segway scooter by a cameraman in 2015 could keep his (6) _____ from winning the World Championship in Beijing.

9.2 Aufgaben

1. Read the article about Usain Bolt. Some words are missing from the text. Use some of the words given below to complete the gaps (1–6) in the article. Use each word only once. There is an example (0) at the beginning.

athletics ★ fastest ★ *gold medallist* ★ greatest athlete ★ full-time job ★
long legs ★ pose ★ ran ★ smiled ★ soccer ★ sport



2. Match the titles (1–8) with the paragraphs (A–F) of the article. There are two extra titles. One title (3) is already matched.

1. Bolt, the businessman
2. Beats local transport
3. *Financial success*
4. Bolt, the unstoppable
5. Happiest man on earth
6. Not always a runner
7. Bolt, the bus driver
8. Successes at young age

Write your answers here:

A	B	C	D	E	F
			3		

3. Read the following sentences. To which part of the article could they belong? There is one extra sentence. There is an example (4) at the beginning.

1. He also owns a retail shop that sells exclusive Brand Bolt products.
2. The many-times world champion was not injured badly.
3. He signed his first sponsorship deal in 2002.
4. *With his teammates, he also set the world record in the 4×100 metres race.*
5. Soccer players can show their talent during Soccer Championships.
6. He still plays sometimes: in 2004, he played a friendly cricket match in India.
7. The aim of the unusual race was to encourage more kids to take up athletics.

Write your answers here:

A	B	C	D	E	F
4					

9.3 Aufgabenbeschreibung

Thematik	Welt des Sports: berühmte Persönlichkeiten
Textsorte	Zeitungsartikel
Textkomplexität	teils komplexer Wortschatz und einige längere komplexe Sätze
Textlänge	203 Wörter
Aufgabenformate	<i>Completing gaps in the text (banked completion); Matching titles to paragraphs; Completing paragraphs with sentences</i>
Quellen und Copyright	<u>Text</u> Moya Irvine, <i>Usain Bolt, the fastest man alive</i> , Read On, Nr. 10, Oktober 2015, Carl Ed. Schünemann KG, Bremen (Adaption mit freundlicher Genehmigung der Autorin)

9.4 Lösungen

1. (1) fastest
(2) sport
(3) athletics
(4) smiled
(5) pose
(6) long legs

2.

A	B	C	D	E	F
8	1	6	3	2	4

3.

A	B	C	D	E	F
4	1	6	3	7	2

10 Selfie-Hype

10.1 Lesetext

Selfie-Hype

In a museum, you can see old paintings of important people who are dressed up very nicely and who look very serious. In their time, our grandparents went to a professional photographer on special days like weddings or anniversaries. Having your photo taken was a special event in those days.

And what do *you* do? You get your smartphone, maybe also a selfie stick, and just press a button. You have just taken another selfie! You don't need a studio; you do it yourself, wherever you are and whenever you want.

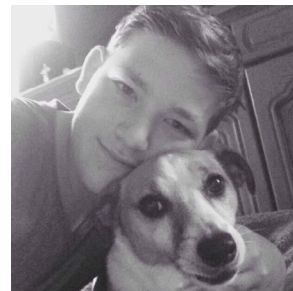
Almost everybody takes selfies nowadays. It has become a worldwide phenomenon. But how did it start? Actually, we don't know who took the first selfie. It is said that Philadelphia was the place where a man first took a picture of himself in 1839. It shows the man in front of his family store. He was called Robert Cornelius. And that's the oldest existing self-portrait. Of course, he had no smartphone to use, so that doesn't really count as a selfie.

What you need for a "real" selfie is modern technology with a high quality camera. And a high quality camera is so cheap nowadays that anyone can afford one. It is also so small that it fits in a portable phone. If you want to impress others by showing a cool location, a selfie stick might be useful, too. Then, of course, it's also helpful to use an app to edit your picture and add special effects to it. Finally, you need a platform to post your selfie and to share it with your friends online.



Selfies have quickly become popular with celebrities. They like to post snapshots of humorous situations to keep in touch with their fans. Nowadays it takes too long to wait for the press or TV to make a traditional interview. Do you remember the Oscar night in 2014? There the presenter, Ellen DeGeneres, invited Hollywood stars like Jennifer Lawrence, Bradley Cooper, Meryl Streep and Brad Pitt to pose in a selfie with her. They agreed and Ellen posted it immediately. Within one hour, the selfie was retweeted more than 1.4 million times. Not funny, but also remarkable, was Nelson Mandela's funeral. To honor him, many world leaders went to South Africa. One of them was U.S. President Barack Obama, who was very keen on taking selfies with all of them.

Are you a celebrity? No, probably not, but you still post a selfie of yourself during your holidays to show your new hairstyle or to present your cute pet. If your friends make a positive comment on your selfie, it cheers you up. It is probably only the thrilling or funny selfies that get you plenty of "Likes". Getting "Dislikes", on the other hand, can be disappointing. To avoid this, people search for spectacular places and create new situations for fantastic shots.



Unfortunately, some people risk a lot for a good selfie. And this can be dangerous. Statistics show that in 2014 more people died while taking a selfie than from shark attacks!

However, it is not only selfie accidents that are dangerous. Selfies themselves can have an evil influence on your behavior. They make you forget everything else. What becomes important is just what you look like and what you have. "Be careful you don't cross the borderline between developing your identity and being vain and losing the touch with the real world around you."

10.2 Aufgaben

1. Read the article from a youth magazine. Answer the questions according to the text. Write short answers. There is an example (0) at the beginning.

(0) *Where was the first selfie taken?*

in Philadelphia

(1) Who took a photo of themselves first?

(2) Do we know when the first selfie was taken?

(3) At what event did actors take a famous selfie together?

(4) Whose funeral did a lot of world leaders go to?

(5) Who wanted to take selfies with world leaders?

2. Tick (ü) the correct answer (a, b, c or d) according to the text. There is an example (0) at the beginning.

(0) *When did people go to a photographic studio?*

a) during holidays

b) at festivities

c) *on wedding days*

d) after graduation ceremonies

<input type="checkbox"/>
<input type="checkbox"/>
<input checked="" type="checkbox"/>
<input type="checkbox"/>

(1) Why doesn't the photo taken in 1839 count?

a) It was taken by a family member.

b) It was taken in a photographic studio.

c) It wasn't taken with a smartphone.

d) It wasn't taken in a funny place.

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

(2) What is helpful to take a good selfie?

a) A pre-installed app.

b) A virtual platform.

c) A regular camera.

d) A selfie stick.

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

- (3) Why do celebrities take selfies?
- a) They want to impress their followers.
 - b) They want to make fun of people.
 - c) They want to stay in contact with their followers.
 - d) They want to impress other stars.
- (4) Who was in the famous Oscar selfie?
- a) Robert Cornelius
 - b) Barack Obama
 - c) Brad Pitt
 - d) Nelson Mandela
- (5) Which selfies do people usually like?
- a) Cute pet selfies.
 - b) Funny selfies.
 - c) Hairstyle selfies.
 - d) New selfies.
- (6) Why can hunting for an unusual selfie be dangerous?
- a) People can hurt themselves.
 - b) People can be attacked by a shark.
 - c) People can envy you.
 - d) People can make their friends angry.

10.3 Aufgabenbeschreibung

Thematik	Welt der Technik
Textsorte	Zeitungsartikel
Textkomplexität	teils komplexer Wortschatz und einige längere komplexe Sätze
Textlänge	571 Wörter
Aufgabenformate	<i>Short answer questions; Multiple choice</i>
Copyright	Bilder: ISB

10.4 Lösungen

1. (1) Robert Cornelius
 (2) No
 (3) (At the) Oscar night 2014
 (4) Nelson Mandela's
 (5) Barack Obama
2. (1) c (2) d (3) c (4) b (5) b (6) a

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